

Evaluation of Green School Implementation in the South Tangerang Region at SMP 9 and SMP Islam Amalina

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Abstract

Education is very important in this globalisation era and has even become a basic need for every human being, because by obtaining education humans will be able to improve their quality of life (Amirudin & Muzaki, 2019). Education is also one of the factors supporting the progress of a country. The high level of education in a country can produce quality human resources and take part in developing their country (Rahmawati, Rosita & Asbari, 2022). According to Siregar, (2021) the higher the quality of a country's education, the higher the quality of human resources that can advance and make their country proud. To analyse the Green School Activities at SMPN 9 Tangerang and SMP Islam Amalina Tangerang Selatan in South Tangerang and to analyse the Implementation of Education for Sustainable Development at SMPN 9 Tangerang and SMP Islam Amalina Tangerang Selatan in implementing the sustainable development program. This study uses a qualitative approach to analyse the role of schools in Green School in terms of the implementation of education for sustainable development in Green School as well as the issues and strategies applied. The subjects of this study were SMPN 9 South Tangerang and SMP Islam Amalina South Tangerang. The respondents of the survey were the Principal, Vice Principal and Teachers and staff who have worked in the school. Based on the analysis of the implementation of education for sustainable development on the governance of Adiwitaya Junior High School at SMPN 9 Tangerang and SMP Islam Amalina South Tangerang, the governance carried out by the school is currently still less than optimal and many are not in accordance with the vision and mission that has been proclaimed and set by the green school programme so that many must be improved and evaluated to support the sustainability of the green school programme. To improve innovation performance, schools must be more proactive in responding to various issues related to changes in the school environment both internally and externally. These changes must be responded wisely through research and development activities so that schools can maintain their existence in the future. One of the things that need to be considered is related to governance in the implementation of Green School.

Keywords

challenges; strategies; green school; sustainable development goals



I. Introduction

Education is important in every phase of human life. Education has a major influence on humans in interacting with the environment to be able to fulfil their needs so that they can survive (Hermiono & Arifin, 2020). According to Ki Hajar Dewantara, education is an effort to advance the growth of character (inner strength and character), mind, and growth of children. Therefore, education is very important to determine the progress of a nation and even human civilisation throughout the world (Simamora, 2020).

Education is very important in this globalisation era and has even become a basic need for every human being, because by obtaining education humans will be able to improve their quality of life (Amirudin & Muzaki, 2019). Education is also one of the factors supporting the progress of a country. The high level of education in a country can produce quality human resources and take part in developing their country (Rahmawati, Rosita & Asbari, 2022). According to Siregar, (2021) the higher the quality of a country's education, the higher the quality of human resources that can advance and make their country proud.

In reality, there are still some countries that have not fulfilled the rights of their citizens in obtaining education. Education is the right of every citizen. In Indonesia, this has been stated in the 1945 Constitution Article 31 paragraph 1 which states that every citizen has the right to education. However, until now many of the nation's children have not received education as they should because the condition of education in Indonesia still has many problems from various factors.

The condition of education in Indonesia can be seen in the results of research on the quality of education in several countries conducted by The World Bank, World Development Report (2007), which placed Indonesia in 39th place out of 41 countries studied. The student ability survey released by the Programme for International Student Assessment (PISA) in December 2019 in Paris, ranked Indonesia 72nd out of 77 countries. The position is in the bottom six and is still inferior to neighbouring countries such as Malaysia and Brunei Darussalam. Judging from these data, it shows that education in Indonesia is still far behind other countries. Several factors cause the low quality of education in Indonesia (Pambudi, & Harjanto, 2020).

Firstly, the lack of equitable distribution of education throughout Indonesia. As we know, Indonesia is an archipelago that stretches from Sabang to Merauke, but the quality of education in each region of Indonesia is not evenly distributed and educational opportunities are still limited in some areas. This lag can make the quality of human resources in each region of Indonesia uneven.

Secondly, the low quality of facilities to support educational activities. Adequate facilities will support and facilitate teaching and learning activities and create a conducive atmosphere. But not all schools in Indonesia have adequate facilities. Many schools are lacking in the availability of books or inadequate classrooms. Data from Balitbang Depdiknas (2022) states that for school units there are 146,052 institutions that accommodate 28,329,875 students and have 1,265,258 classrooms. Of all these classrooms, 693,362 or 54.8% are in good condition, 360,598 or 28.5% have minor damage and as many as 211,298 or 16.7% have severe damage. This can certainly hamper teaching and learning activities.

Third, the quality of the teachers. Teachers play an important role in the quality of education because they are the ones who bridge students with the knowledge they provide. In the 2020/2021 academic year, the number of qualified teachers in Indonesia reached 2,910,955 people with a percentage of 95.78 per cent. This number increased by 9.6 per cent when compared year-on-year from the previous school year, which was 2,654,945 people. This significant increase in teacher eligibility is a sign that the quality of educators in Indonesia is growing, although it cannot be said to be sufficient to indicate an increase in the quality of education in Indonesia. There are many other factors that determine the high quality of education, such as the availability of adequate teaching and learning facilities, student-teacher ratios, and the implementation of appropriate teaching

methods. This will certainly hinder the progress of education because the quality of teachers is not optimal.

The government and society need to work together to make changes and make the conditions of education in Indonesia better, so that the quality of education in Indonesia will continue to improve and will produce better human resources than before (Kuzminov, Sorokin & Froumin, 2019).

Quality education plays an important role in maintaining the sustainability of the earth and humans in the future (Rieckmann, 2018). Therefore, the United Nations Agency placed quality of education as one of the goals of the Sustainable Development Goals (SDGS) in 2015. SDGS is a UN agenda for 2030 which contains 17 sustainable development goals that remind the need for the role of humanity in facing the global crisis of development (UNESCO, 2020). SDGS is a global framework that directs humanity towards sustainable development (Xinqun Yuan et al. 2022). Therefore, all global citizens are responsible for understanding the SDGS and taking part in it.

Experts argue that all the goals in the SDGS can be achieved if there is awareness and a good understanding of the community about it. This can be done through education in society. The role of education is important, as a way to change the way individuals and communities think towards sustainability values so as to create a peaceful and sustainable world for human life. There are three basic pillars in the UN concept, namely environmental sustainability, economic progress, and socio-cultural aspects of society (Brundtland, 1987). Therefore, education for sustainable development is necessary (C. Hopkins and R. McKeown, 2002).

Education for sustainable development is also an effective educational approach for learners that enables them to understand the SDGs more systematically and take responsible action to advance sustainable development (M. Rieckmann, 2017). Well-developed education for sustainable development (ESD) will enable learners to make responsible decisions and actions towards the environment, economic dynamics and social justice for current and future generations.

The achievement of SDGS requires contributions from all citizens of the world who come from various geographical areas and different languages. Indonesia as a member of the United Nations who participated in agreeing on the 2030 agenda declaration on sustainable development strongly supports the existence of Education for Sustainable Development (UN) mentioned above. This is also very much in line with the condition of the Indonesian nation which is building in various fields towards a developed nation. Many conflicts occur in society along with the development process such as socio-economic problems, bullying, cases of human rights violations, conflict, social inequality, poverty, and also the environmental crisis is a reality faced by humans, no longer a threat in the future (Miranto, 2017: 2).

Education for sustainable development in Indonesia has long existed in the green school programme organised by the government since 2006. The green school programme is an award given to schools that have actively participated in implementing ideas according to regulations (Suwanto, et al 2007). The programme was refined with the issuance of the Minister of Environment Regulation No. 02 of 2009 concerning Guidelines for the Implementation.

Green school Programme which states (1) Green school is a good and ideal school as a place to acquire all knowledge and various norms and ethics that can be the basis of human beings towards the creation of life welfare and the ideals of sustainable development. (2) The Green school programme is one of the national programmes

managed by the Ministry of Environment in order to realise the development of environmental education.

This research is a modified research from a study entitled "The Green school movement in Sweden - past, present and future" conducted by (Niklas Gericke, Annika Manni and Ulrica Stagell, 2020) which shows that the previous green school programme required a lot of evaluation due to the lack of optimal awareness of the stakeholders and the current and future evaluation requires a joint commitment to environmental awareness starting from the generation in the school. Likewise, a study entitled "Green Schools in Mexico and Spain: Trends and critical perspective" conducted by (Edgar J. González-Gaudio, Pablo Á. Meira-Carrea and José M. Gutiérrez- Bastida, (2020) which states that the green school programme needs constructive criticism for sustainability and environmental sustainability because this programme is very good for sustainability and starts from the younger generation in school to instill knowledge of environmental awareness.

In fact, the green school programme in Indonesia has been running for more than a decade but not many schools have been declared as Green Schools. The award for green schools in Indonesia is called the Adiwiyata award programme. During the 2021 Adiwiyata awards, Minister Siti said that to date there are 4,726 schools that have achieved national and independent Adiwiyata from 34 provinces since it was rolled out in 2006. This is less than 2% of the total 260,000 schools in Indonesia (Antaraneews.com, 2021).

The challenge of this research is the impact of the current green school programme, which has not produced the expected results due to the lack of evaluation so that it has not shown results. As research by Fawaid et al, 2019 shows that the development of green schools in Indonesia is stated to be not good enough with a review of policy aspects stated to be not good enough, curriculum aspects stated to be not good enough, aspects of supporting facilities stated to be not good enough, and aspects of school community participation stated to be not good enough. In Indonesia, the development of vocational green school should optimise these four domains so that it can spur the development of the quality and quantity of green school implementation In Indonesia, the concept of green school is known as Sekolah Green school. The community is expected to engage in activities towards a healthy environment and avoid adverse environmental impacts. This is based on the principles of participatory and sustainable participatory and sustainable and environmental education concepts. Sustainable and environmental education concepts. Only certain schools that have fulfilled the predetermined criteria can claim the Green school award. In 2019, there were only 376 public schools and 58 private schools in Indonesia that won the national Green school award (PR KLHK, 2019). This implies that there are still many schools that have not met this standard. The implementation of Education for sustainable development in Indonesia has not been carried out optimally, partly because there is no explicit implementation reference from the government and the lack of socialisation (Suprastowo, 2010: 2). Whereas if the implementation strategy with school policies that involve students to actively participate in research and simple projects, can encourage the achievement of Sustainable Development goals (Karyanto, 2019).

Based on the background that has been described, the researcher is interested in conducting research on "EVALUATION OF GREEN SCHOOL IMPLEMENTATION IN SOUTH TANGERANG AREA AT SMP 9 AND SMP ISLAM AMALINA".

II. Review of Literature

2.1 Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) are an agenda for achieving global sustainable development in three dimensions: economy, society and environment, and an action plan for people, planet, prosperity and world peace. implemented in the form of the SDGs Goals are integrated, inclusive, global in nature, universally applicable, take into account the realities of countries with different capacities and levels of development, and coordinate national policies and priorities. I am considering it. Therefore, the role of the state is very important in formulating a comprehensive strategy between social and environmental development and national characteristics and priorities collectively.

Indonesia as one of the countries that adheres to the SDGs is very committed to its implementation and success. To that end, several strategic steps have been taken in 2016. Specifically, the development goals and their SDG targets, including national priorities, availability of SDG data and indicators for all SDG goals and targets, compilation of operational definitions for each SDG, draft Presidential regulation no.) 59/2017 on the Implementation of the Sustainable Development Goals) and the Preparation of Regional and National Action Plans for the Implementation of the SDGs (Badan Pusat Statistik, 2016: 3). Most of the SDGs goals and sub-goals are listed in the National Medium-Term Development Plan (RPJMN) 2015-2019. A total of 57%, i.e. 96 out of 169 SDG targets, are aligned with national development priorities.

2.2 Definition of Green school

The Green school programme is one of the programmes of the Ministry of Environment in order to encourage the creation of knowledge and awareness of school community in environmental conservation efforts (Caiado, Leal Filho, Quelhas, de Mattos Nascimento & Ávila, 2018). Every school community is expected to be involved in school activities towards a healthy environment and avoid negative environmental impacts. According to the Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013 concerning Guidelines for the Implementation of the Green school Programme, Green School is a school that cares and is environmentally cultured and the green school programme is a programme to realise a school that cares and is environmentally cultured. Green school has a meaning or meaning as one of the good and ideal places where all knowledge is obtained and various norms and ethics that become the basis of humanity towards the creation of the welfare of our lives to lead to the ideals of sustainable development.

The function of the green school programme is to get all students involved in all school activities towards a healthy environment and to avoid negative environmental impacts. Based on the definition of Green school in the Regulation of the Minister of Environment No. 2 of 2009 concerning guidelines for the implementation of the green school programme. The definition of green school in article 1 is a good and ideal school as a place to obtain all knowledge and various norms and ethics that can be the basis for humans towards the creation of the welfare of life and the ideals of sustainable development.

Green school programme is one of the programmes of the Ministry of Environment in order to encourage the creation of knowledge and awareness of school community in environmental conservation efforts (Amalia, 2015: 24). Every school community is expected to be involved in school activities towards a healthy environment and avoid negative environmental impacts. According to Permen LH No 05 of 2013, Green School is

a good and ideal school as a place to obtain all knowledge and various norms and ethics that can be the basis of human beings towards the creation of life welfare and the ideals of sustainable development.

The implementation of the Green school programme is a mandate of Law No. 32 Year 2009 on Environmental Protection and Management, Article 65 point (2) that everyone has the right to environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment. The follow-up to Law No. 32 of 2009 is the Regulation of the Minister of Environment No. 02 of 2009 concerning guidelines for the implementation of the Green school programme. In terms of rules or legal basis for implementation, the Green school programme should run in all schools (MOE, 2012: 1).

III. Research Method

This research uses a qualitative approach to analyse the school's role in Green School as seen from the implementation of education for sustainable development in Green School as well as the issues and strategies applied. The subjects of this study were SMPN 9 South Tangerang and SMP Islam amalina South Tangerang. The respondents of the survey were the Principal, Vice Principal and Teachers and staff who have worked in the school. This research was analysed using content analysis. Primary data was obtained from the results of interviews and questionnaires distributed to the Principal, Vice Principal and Teachers and staff who responded. While secondary data was taken from the 2022 Annual Meeting Report.

The problem to be studied by researchers is a social and dynamic problem. Therefore, researchers choose to use qualitative research methods to determine how to collect, process, and analyse data from research. This qualitative research can be used to understand social interactions, for example by means of in-depth interviews and observations so that clear patterns will be found.

According to Nana (2013; 94) qualitative research methods are research that describes and analyses phenomena, events, social activities, attitudes, beliefs, perceptions, individually and in groups. Qualitative research methods are often also called naturalistic research methods because research is conducted in natural conditions. Qualitative studies are conducted on natural objects that develop naturally rather than being manipulated by researchers, and researchers do not really influence the dynamics of these objects.

IV. Result and Discussion

4.1 Based on the descriptive analysis of the challenges faced in implementing the Green School programme as follows

It is not yet optimal to carry out procedures to maintain the Green School programme and the school community does not have the awareness to support the Green School programme. Both schools, SMP 9 South Tangerang and SMP Islam Amalina, have not been fully optimal in implementing the green school programme.

Maintaining a clean and healthy environment still needs to be improved because many school members are not accustomed to the Green School programme and also still lack the awareness to dispose of garbage in its place and do not have a strong nature to clean. Both schools, SMP 9 South Tangerang and SMP Islam Amalina, still have less than optimal homework in maintaining a clean and healthy environment.

All elements of the school community involved share the same lack of concern for a clean and healthy culture for the environment around the school.

The function of school officials (administrators and supervisors) in implementing the policy and managing the Green School programme is not optimal, so there are many obstacles and it has not been evaluated properly.

4.2 Strategies to overcome challenges in implementing Green School related to the research findings

Based on the results of descriptive analysis research, the researchers used the strategies implemented in implementing Green School on the basis of relevant previous research as follows: Strategies to face the challenges of implementing Green School Governance at SMP Islam

Amalina and SMP 9 South Tangerang. Referring to the findings of this study, stakeholders must carry out governance according to the green school programme procedures consistently and responsibly by improving the performance of human resources handling the green school programme by participating in training and providing training / research on Green School at the environmental agency or other environmental institutions. And this strategy is in accordance with previous research conducted by (Adi Suryani, Soedarso Soedarso, Mohammad Saifulloh, Zainul Muhibbin, Wahyuddin Wahyuddin, Tony Hanoraga, Muhammad Nurif, Umi Trisyanti, Lienggar Rahadiantino, Deti Rahmawati, 2019) entitled "Education for Environmental Sustainability: A Green School Development". It shows that the natural environment must be preserved and maintained. It is a place for humans to live and develop their social and economic world. In addition, the environment is also a place for various biodiversity to live together in a balanced ecosystem. Recently, global awareness has been directed towards the alarming environmental degradation and its potential threat to humans and other living beings, as a result of human socio- economic activities. Various efforts are being made to avoid or minimise environmental damage in the future. One such effort is environmental education for the younger generation. Fostering environmental knowledge, environmental protection and management skills, and caring and responsible character in children can be the right solution. In this case, the theory of environmental education requires a variety of learning experiences that are very appropriate to the problems faced by SMP Islam Amalina and SMP 9 South Tangerang.

Strategies to face the challenges of implementing Green School on the Environment at SMP Islam Amalina and SMP 9 South Tangerang. Referring to the findings of this study, all stakeholders must maintain a clean and healthy environment so that they must get used to the awareness of school residents to participate in achieving the targets of a sustainable green school programme. And this strategy is in accordance with previous research conducted by (Daphne Goldman, Ofira Ayalon, Dorit Baum, Bell Weiss, 2018) entitled "Influence of 'green school certification' on students' environmental literacy and adoption of sustainable practices by schools". It shows that a school-wide approach to sustainability is recognised as an important educational component towards a sustainable society. 'Green school certification' in Israel, as a school-wide sustainability programme, integrates: changes in school operations, incorporating sustainability content in the curriculum and building relationships with the local community; aiming for sustainability to become a student mindset and school organisational culture. This study investigates the influence of this programme on: 1) environmental literacy of upper primary school students; 2) incorporating sustainable practices in school operations, using the 'environmental visibility' tool. Students' environmental literacy and school environmental

performance were higher in schools that had transitioned to advanced certification. In this case the theory is appropriate with the theory of school environmental literacy and incorporating sustainable practices using environmental visibility so that it can be applied to SMP Islam Amalina and SMP 9 South Tangerang.

Strategies to face the challenges of implementing Green School culture in Amalina Islamic Junior High School and SMP 9 South Tangerang. Referring to the findings of this study, stakeholders must improve the culture so that it can become a habit for school members and can maintain a conducive environment that is clean and healthy. And this strategy is in accordance with previous research conducted by (Daniel Olsson, Niklas Gericke, Jelle Boeve-de Pauw, Teresa Berglund, Tzuchau Chang, 2019) entitled "Green schools in Taiwan - Effects on student sustainability consciousness". It shows that in recent decades, the Taiwanese government has been working actively to implement the concept of a sustainable Taiwan. As an important step in their strategy, the Ministry of Education has decided to promote the Green School Partnership Project in Taiwan (GPPT). However, academic research and critical reflection on the impact of this environmental and sustainability education initiative is lacking. Therefore, this research focuses on filling this gap through a nationally generalisable effects study. In this case, the theory of educational transformation process to improve environmental and sustainability behaviour among students is very appropriate to the problems faced by SMP Islam Amalina and SMP 9 South Tangerang.

4.3 Analysis of Research Findings

a. Findings related to SDGs at SMP Islam Amalina and SMP 9 South Tangerang

The United Nations (UN) launched the Sustainable Development Goals (SDGs) as a global agenda for the continuation of the Millennium Development Goals (MDGs). The SDGs have 18 goals, including SDGs No 3: Quality Education, SDGs No 4: Healthy and prosperous life, SDGs No 11: Sustainable Cities and Settlements, SDGs No 13: Addressing climate change. One of the Indonesian government's strategies to support the SDGs is to empower schools and environmental institutions in rural areas or districts where the majority can support the Green School programme. One form of support from the Banten Provincial Government for the development of Green School implementation at SMP 9 South Tangerang and SMP Islam Amalina is by providing a process to build a human population in the world who are aware of and care about the total environment (whole) and all problems related to it, and people who have the knowledge, skills, attitudes and behaviours, motivation and commitment to work together, both individually and collectively, to be able to solve various current environmental problems, and prevent new problems from arising. (UNESCO, Tbilisi Declaration, 1977).

For this reason, the idea of awareness and care for the environment emerged. Environmental care is an attitude and action to prevent damage to the natural environment, as well as efforts to repair existing damage. So far, many have not cared about the environment, causing frequent problems with the preservation of nature. This indifference can be seen from the large amount of green land that has been converted into housing, offices, business places, recreational facilities, and so on.

One of the efforts to overcome these environmental problems is through character building from an early age, which can be done through environmental learning. Education from an early age will usually take root in a person and will affect when he becomes an adult, with the learning of environmental care attitudes, it is hoped that it can awaken the younger generation to care about nature and the environment around them. Instilling concern for the environment in the younger generation can start from the home

environment, such as cleaning the room and house and yard, planting trees in the yard or disposing of garbage in its place.

Caring education for young generations can also be done in a formal education environment such as at school or campus. For example, maintaining the cleanliness of the class, school or campus by throwing garbage in its place, doing class picket, caring for plants, and so on. In addition, one way to foster an attitude of caring for the environment is by implementing clean and healthy living behaviour. This behaviour plays a very important role in instilling the character value of caring for the environment.

Cleanliness in the school or campus environment is not only the responsibility of students or students, but educators and all parties in the educational environment. Thus, school or campus cleanliness is a shared responsibility. In reality, there are still many schools or campuses whose environment has not been maintained, due to lack of awareness in maintaining environmental cleanliness. This is where the role of educators (teachers or lecturers) must be shown by setting an example to care for the environment. The figure of educators (teachers or lecturers), is the most influential figure on their students, because whatever they do will be followed by their students. Therefore, educators must invite and give examples of how to keep the environment clean by throwing garbage in its place.

The existence of schools in rural areas and districts can be useful to a) encourage clean village activities in rural areas and districts, b) encourage formal education participation among families to be aware of a clean and healthy environment, c) strengthen the social capital of rural residents for the Green School programme. All of these can support the achievement of SDGs.

However, village schools need to be supported and further developed in terms of quality and quantity so that the SDGs can be achieved more comprehensively.

V. Conclusion

Based on the results of the research conducted, the following conclusions can be drawn:

Based on the results of the analysis of the Green School Activities of SMPN 9 Tangerang and SMP Islam amalina South Tangerang in South Tangerang are influenced by the form of participation of school residents and the form of cooperation between institutions in order to support the sustainability of the Green School programme.

Based on the analysis of the implementation of education for sustainable development on the governance of Adiwitaya Junior High School at SMPN 9 Tangerang and SMP Islam amalina South Tangerang, the governance carried out by the school is currently still less than optimal and many are not in accordance with the vision and mission that has been proclaimed and determined by the green school programme so that much must be improved and evaluated to support the sustainability of the green school programme.

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